**I. Overview of Project**

**A. Description of proposed project (include support development of 21st Cent. Lrn. Environs)**

The TRC project is designed to assist a motivated and committed administration and instructional staff in developing their skills in making the necessary shift from traditional teaching to facilitating student learning through project based learning (PBL) and other methods of constructivist pedagogy. All staff at Franklin Elementary (especially administration and the participating teachers) is keenly aware of the necessity to integrate technology into classroom instruction in meaningful ways and to implement engaging, challenging, and instructive lessons in a true 21st Century Learning Environment. While this awareness is developing, teachers are struggling to ---- and are requesting concentrated assistance in understanding and mastering technology and investigative learning as an instructional methodology. This project will provide the needed assistance and support to implement TRC in four classrooms and will provide the experience and in-house resources to expand and proliferate TRC throughout the school and to establish Franklin as a resource for expansion to other schools and, eventually, as a professional learning center that will serve as a regional and statewide resource. [reading] [priority 1 or 2]

**B. Description of project/districts commitment**

Wichita Public Schools (WPS) – is totally committed to implementing the TRC project to not only provide . Having received and successfully implemented \_ TRC projects over \_ years, the district has worked to expand and proliferate the project and its principles and practices throughout the district. WPS will continue to support TRC projects and ---

Franklin Elementary School – is aware of the increasing needs of its students and the need to implement more effective instructional strategies to prepare students to thrive in the 21st century. The entire staff is committed to this as a goal and knows the value of technology and constructivist pedagogy and has created and published a list of “*10 Commitments*” that clearly outlines that dedication and paves the way for TRC implementation. In her three years at Franklin, the principal has judiciously utilized funding from various sources to greatly increase the presence of technology in all classrooms and has encouraged the use professional development opportunities to maximize its effective use by teachers. The submission of this grant and the acceptance of and obligation to all assurances for its successful implementation is a further indication of this total commitment to doing whatever is necessary to provide 21st century learning environments for the benefit of students.

**C. Description of district/school needs**

Wichita Public Schools – is the largest school district in the state and is responsible for educating approximately 10% of the state’s k–12 population. As the state’s most diverse urban district, WPS has struggled to meet the demands of this diversity and to incorporate emerging technology and pedagogy to address those demands as well as the demands of an ever-changing student population with tools and methodologies made increasing evident with research on brain-based learning and the profile of the ~~21~~~~st~~ ~~century learner~~. In spite of a committed and --- administration and staff, WPS is a district on improvement for the 6th year. In spite of achieving many points of pride and making consistent improvement on measures of student achievement, WPS still lags behind state averages on all assessed areas. Facing a $30 million shortfall in 2011-2012 (on top of a $24 million deficit in 2010-2011) resources to affect the necessary changes are limited.

Franklin Elementary School - is a Title I school on improvement for reading for the past 2 years that struggles to serve the many needs of its high risk, high poverty, and increasingly diverse population. Current demographics show a population with very high percentages of economically disadvantaged students ( %)and English Language Learners ( %) – all of which bring specific needs for effective instructional methodologies to assure their mastery of skills necessary for their success in the 21str century. Table 1 delineates the high level of those percentages when compared with the percentages for both WPS and for the state of Kansas.

*Table 1 – Demographic makeup of Franklin Elementary School by percent of total enrollment*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | African American | Hispanic | White | Other | Economically Disadvantaged | English Language Learners | Students with Disabilities |
| Franklin | ~~7~~ | ~~39~~ | ~~42~~ | ~~21.7~~ | ~~83.7~~ | ~~35.6~~ | ~~11.8~~ |
| District | ~~19.8~~ | ~~23.8~~ | ~~38.3~~ | ~~17.9~~ | ~~69.3~~ | ~~16.0~~ | ~~13.0~~ |
| State | ~~7.9~~ | ~~13.1~~ | ~~70.4~~ | ~~8.8~~ | ~~42.8~~ | ~~8.4~~ | ~~13.5~~ |
| ~~09 – 10~~ | ~~12.1~~ | ~~28.6~~ | ~~45.1~~ | ~~14.3~~ | ~~82.4~~ | ~~31.1~~ | ~~14.7~~ |
| ~~08 – 09~~ | ~~13.8~~ | ~~26.3~~ | ~~50.3~~ | ~~9.9~~ | ~~86.2~~ | ~~28.3~~ | ~~15.6~~ |

*Source: District Enrollment Records*

1) Student academic achievement

In the targeted area of reading, state assessment scores for Franklin students are significantly below both district and state averages as depicted in Table 2. On specific reading indicators for 3rd grade, scores for only 3 of the 11 were above the cut score and all but 1 showed decreases of as much of 12 points. For 4th grade, scores for 8 of 13 indicators showed a decrease of as much as 7.6 points.

Table 2: Percent of students scoring proficient and above – trend from 2006

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **% Scoring Proficient in Reading** | | | | | | **~~Met Annual Reading Target~~** | | | | |
| **06** | **07** | **08** | **09** | **10** | **Change 09 to 10** | **~~06~~** | **~~07~~** | **~~08~~** | **~~09~~** | **~~10~~** |
| All Students | 58.5 | 60.9 | 70.9 | 65.1 | 57.1 | -8.0 | ~~Yes~~ | ~~Yes~~ | ~~Yes~~ | ~~No~~ | ~~No~~ |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| ELL | 51.2 | - | - | - | 32.4 | - | ~~Yes~~ |  |  |  | ~~No~~ |
| Low SES | 56.4 | 60.5 | 71.3 | 64.2 | 53.7 | -10.5 | ~~Yes~~ | ~~Yes~~ | ~~Yes~~ | ~~No~~ | ~~No~~ |
| Hispanic | 54.3 | 58.5 | 76.2 | 61.5 | 44.4 | -17.1 | ~~Yes~~ | ~~Yes~~ | ~~Yes~~ | ~~No~~ | ~~No~~ |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| White | 57.7 | 62.5 | 64.0 | 63.3 | 66.2 | +2.9 | ~~Yes~~ | ~~Yes~~ | ~~Yes~~ | ~~Yes~~ | ~~Yes~~ |

*Source:*

Of specific concern – both to the benefit of individual students and to the school at large – is the achievement gap in reading that is negatively impacting the ability of the school to meet Adequate Yearly Progress (AYP) goals and to get off of improvement. A further analysis of the reading assessment data shows that scores for the school do not tell the whole story and that the need for enhanced instruction is far greater than depicted. While the scores for “All Students” and for each demographic subgroup has decreased for all groups except white students, there is an alarming trend in the 3rd and 4th grade to have significant increases in percentages of students scoring in the “Academic Warning” range.

2) Teacher professional development. Support to integrate technology

Teachers agree that the main missing ingredient to success is training on technology integration and continuing support through follow along training including coaching. Teachers’ self assessment on Profiler Pro shows that ---------------------------------

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On a recent survey of teachers at Franklin, teachers revealed that -----------

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Further, teachers’ self assessment of their and the school’s status on the Project for the 21st Century’s Mile Guide shows that -----------------------

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Clearly, professional development is needed and desired by all staff --------

3) Need for technology

Since there has been consistent acquisition of technology in the school, technology needs are limited to ---------

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**D. Justification of need for project**

There is a strong and distinct need for the school to have the support of the TRC project in order to affect the necessary change in culture that is needed to establish Franklin as a 21st century learning environment that can adequately prepare students with the necessary skills and ability to thrive in their academic and life pursuits beyond high school. A recent survey of parents shows that --% of students have no access to technology at home, --% consider themselves to be “beginners” with technology and --%. In addition, --% feel that they cannot assist their child with technology related learning activities resulting in --% wanting more technology for instruction at school. Additionally, --% of parents feel that their child would be more engaged in school work if more technology was used in their classrooms.

With the drastic funding cuts experienced by the district, resources are increasingly limited for this --- and the ability to --- is jeopardized. Given the needs of students and the dedication, motivation and commitment of the staff at Franklin, funding of the proposed project will not only yield increases in instruction and consequent improvement in their students’ scores, but it will spawn a school wide change in culture that will benefit all students in an ever changing -----.